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ABSTRACT

This is one of a series of Education for Parenthood manuals developed for use in Salvation Army demonstration programs in parenthood education. This guide presents discussion plans for eight workshop sessions based on the book, "Liberated Parents/Liberated Children." The course was designed to help teenagers (1) become aware of typical negative patterns of adult/child verbal communication (blaming, sarcasm, lecturing, etc.) and (2) learn to communicate effectively with young children by using language which builds, rather than undermines, their self-esteem. The course is recommended for use with groups of 8 to 10 members in 1 1/2 hour sessions. Workshop sessions are entitled: (1) The Effects of Unhelpful Communication; (2) Practice in Helpful Communication; (3) Accepting Feelings; (4) Autonomy; (5) Different Types of Praise; (6) Assigning Roles; (7) Expressing Anger; and (8) Review of Communication Skills. It is recommended that opportunities to work with children be arranged for group members whenever possible. (BF)

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BREAKING BARRIERS

A Workshop Series in Human Relations Skills

BASED UPON

Liberated Parents/Liberated Children

PS 009505

WRITTEN BY ADELE FABER AND ELAINE MAZLISH FOR THE SALVATION ARMY'S
EDUCATION FOR PARENTHOOD PROGRAM

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Education for parenthood is a valid program for implementation through the various services and activities of The Salvation Army.

It is a concept that is scripturally sound. From the Ten Commandments to the writings of the Apostle Paul, the Church has been charged to teach, demonstrate, and perpetuate the ideas and methods of parental responsibility. The Salvation Army has been, and remains, in the mainstream of such teaching.

When properly implemented, the Education for Parenthood program should produce generations of spiritually and socially healthy individuals. This concept of teaching parenting is a continuation of The Army's on-going approach in all of its programs toward a goal of spiritual and social maturity.

* *

PROJECT BACKGROUND

In the Fall of 1973, The Salvation Army was one of seven national voluntary organizations awarded a contract by HEW's Office of Child Development to develop a program in Education for Parenthood. Each of the seven - Boys' Clubs of America, Boy Scouts of America, Girl Scouts of the USA, 4-H, National Federation of Settlements and Neighborhood Centers, Save the Children Federation, and The Salvation Army - reaches a different constituency and by differing methods.

The Federal government - specifically in HEW the Office of Child Development, The National Institute of Mental Health, and the Office of Education - thought it time to stem the tide of teenage parenting. Not only were the numbers rapidly rising - but also the age level was lowering. They found:

- a high divorce rate in teenage marriages
- a high incidence of unmarried teenage mothers
- a high incidence of birth defects and health complications with babies of young mothers, and the younger the mother the more critical the problem
- growing evidence that young parents tend to be more abusive and neglectful
- feeling that anybody could be a parent as long as they had a crib, formula, baby bottle and diaper

These agencies turned to the national voluntary organizations as one approach to meeting these problems. The government also made a grant to the Education Development Center of Newton, Mass., to develop a core curriculum for use at junior high school level. This curriculum, Exploring Childhood, has been the backbone of The Salvation Army's teaching material.

The Army defined its goals as helping young people understand enough about what it means to be parent, and to understand themselves well enough that they could make a conscious decision to be or not to be a parent. We also wanted to interest them in careers in the child care field.

Programs were tested, in the three-year life of the grant, in the range of Salvation Army programs and services in the four United States territories. Each of the demonstration sites developed the curriculum best suited to their needs. The content is basically the same throughout; specific programs and emphases vary. The response has been uniformly positive. Young people in the program have shown gains in behavior, in emotional stability, and in their ability to cope with their lives. The majority of those wanting summer employment found jobs on the strength of their participation in the Education for Parenthood program.

The formal demonstration period has concluded. Now The Army is in the implementation period when more extensive testing will be done, looking to build the content into the appropriate on-going programs and services.

The Salvation Army believes organizations serving comparable constituencies will find these programs useful. Comments and evaluations from such use will guide The Army in the preparation of the final reports.

CREDITS

This discussion guide was developed by Adele Faber and Elaine Mazlish with the help of young people from Freeport, Hempstead, and East Northport, New York. Staff service was given by Joyce Bonafield, Susan Okun, and Arlyne Robison, of the Greater New York Social Service Department under the direction of Major Marjorie M. Brooke. The program carried the approval of Lt.-Colonel Walter C. French, Divisional Commander.

This guide is produced as part of the Education for Parenthood program under Grant No. OCD-CB-463, Lt.-Colonel Edith A. MacLachlan, Project Officer.

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STATEMENT OF PURPOSE

Day in and day out our children are exposed to the kind of language that assaults, enrages, and destroys. We are addressing this guide to our country's teenagers with a two-fold purpose:

1 - As a defense against the daily attacks upon their self-esteem. Just knowing there is another way to talk and be talked to can give them some measure of protection.

2 - So that when they are parents, they will be able to reverse the destructive pattern with their own children and use a language of compassion that honors every person.

SUGGESTIONS FROM THE AUTHORS

1. Our experience tells us that for optimum response the group should consist of between eight and ten members. Any more inhibits intimacy and free exchange.

2. We recommend that when possible, arrangements be made for group members to have the opportunity to work with children. This gives each group member a real situation in which to practice and experiment with his or her new skills, and also provides a strong and immediate motivation for the course.

3. This material is most effectively shared by a leader who is steeped in the subject. In addition to reading LIBERATED PARENTS/LIBERATED CHILDREN, we suggest that the leader also read BETWEEN PARENT AND CHILD, BETWEEN PARENT AND TEENAGER, and TEACHER AND CHILD - all by Dr. Haim Ginott. We also recommend Thomas Gordon's PARENT EFFECTIVENESS TRAINING and the work of Carl Rogers and Virginia Axline.

4. The success of this workshop series depends as much on the leader's ability to be a role model for the principles and skills being taught, as it does upon the material in the lessons themselves. In all exchanges with the members of the group, the leader should be alert to opportunities to demonstrate the skills in real situations so that the group can actually experience the effectiveness of this approach for itself. For example:

   Giving Choices

   "Would you rather have your snack before your meeting starts or after?"

   "Do you prefer to sit around a table or shall we put the chairs in a circle?"

   Accepting Feelings

   One group member might come in saying, "It's hot in here." Another might reply, "Are you kidding? It's freezing." Leader: "Penny, for you the room is too hot, and Sue, for you it's too cold."

   Problem Solving

   Leader: "We have a real problem here. How do we make the room comfortable for two people with very different body temperatures?"

5. In order to cover the material comfortably, we found that each session needed to be an hour and a half long.

6. We have presented in these pages the course as we gave it in word-for-word form. Naturally individual leaders will use their own words and their own style.

7. We'd like to hear from you about your experiences in using this workshop series. We value your thoughts and suggestions.

SESSION ONE

THE EFFECTS OF UNHELPFUL COMMUNICATION

Aim

To sensitize group to the negative effects of typical unhelpful communication between adults and children.

Materials

For leader and each group member:

Nametag

LIBERATED PARENTS/LIBERATED CHILDREN - to be brought to each class

Examples of "Typical Unhelpful Communication," hole-punched for notebooks

A notebook. Suggest looseleaf for easy adding of handouts.

Introductions

Leader: *Since we're going to be meeting together for the next eight weeks, it might be helpful to get to know a little bit about each other. I'll start with myself. As you can see by my tag, my name is _____. I was born in _____. I went to school in ____. My job at The Salvation Army is _____.* (Leader can talk about interests, hobbies, pet peeves, sibling, place in the family, pets - anything he or she chooses to share.) *Now that you know a little about me, let's find out a little about you. Suppose we each take a few minutes to interview each other. Turn to the person on your right and see how much you can discover about him. Find out if anyone is working with children for The Salvation Army and get some details about their job. When you're finished, let the other person interview you. When we're all finished, we'll report back to the group.*

Students report back to group. Leader listens appreciatively and gives recognition to responsibility of job with children, e.g., *"So you're the person who sees to it that the children get their snacks, get involved in activities, and play together without too much rough-housing. I'll bet that's not easy."*

Statement of Goals

Leader: *For the next eight weeks we're going to be exploring the kind of talk that helps adults and young people get along better, and also the kind of talk that interferes with them getting along with each other.*

Exploration of the Effects of Unhelpful Communication

Leader: *This is a subject on which you're already experts, whether you know it or not. You all know the kind of talk that makes you feel good and the kind that makes you feel bad. Let's see if we can get down on paper what we already know. We need a secretary to take down our collective wisdom. May we have a volunteer?* To the person who volunteers as secretary: *Divide your paper in half. We're going to be listing some typical ways that grownups talk to young people. The first column will be headed "typical talk" and the other column will be headed "typical reaction."* To group: *I have a list here of some of the ways that adults speak to children; as I read each one aloud to you, I'd like you to give me your immediate reaction.* To secretary: *Your job will be to jot down their reactions as fast as they come. The first category is blaming and accusation.*

Leader reads each category aloud as secretary takes it down. Leader dramatizes sample dialogue under each category, making each

group member feel like the child that's being spoken to, and asks for individual reactions. All reactions are valid, even contradictory ones, and are noted by secretary. Any spontaneous discussion that arises is welcome.

TYPICAL UNHELPFUL COMMUNICATION

Blaming and Accusation

Who did that?

Why did you do that?

What is the matter with you?

Can't you ever do anything right?

How many times do I have to tell you? You just never listen.

I know it's your fault. You're always the one who makes trouble.

Possible reaction: guilty, defensive, temptation to lie and blame someone else.

Name Calling

Clumsy...stupid...inconsiderate...slob...lazy..thoughtless... rude...dummy...animal...you are disgusting!

Possible reaction: rage, self-fulfilling prophecy - can't make a liar of my own parents, if I have the name I may as well play the game.

Threats

If you come late to this group once more, I'll report you to the office.

If you don't stop chewing gum this minute, I'm going to open your mouth and take it out.

If you dare to contradict me, you'll be sorry.

Possible reaction: feels challenged and defiant; feels frightened and submissive.

Commands

You! (pointing to student) Get up and open the door. I said "Do it!"...Now! And hurry up about it!

Possible reactions: angry, defiant, fearful, submissive, you do it slowly, but with resistance.

Sarcasm

Oh, smart! That was a brilliant thing to do.

I can count on you every time.

Possible reaction: embarrassment, feels stupid, humiliated.

Hitting

Okay, now you're going to get it! Wham! Leader makes mock gesture of hitting group member.

Possible reactions: anger, desire for revenge, wants to hit back; child learns when you don't know what else to do - hit!

Lecturing and Moralizing

Now what you people don't realize is how important good posture is to your health. After all, you're growing boys and girls, and I'm sure that you understand how important it is to be physically fit and to be able to get a good supply of air in your lungs. So let's all sit up straight and never allow ourselves to slump for a moment. There! Isn't that better?

Leader: *How do you react to my little lecture?*

Possible reactions: irritated, bored, tunes adult out, feels stupid and patronized.

Warnings

Watch it, you'll burn yourself.

Careful, you'll get hit by a car!

Don't climb there, do you want to fall?

Put on your sweater, or you'll catch a cold.

Possible reactions: fearful, learns not to believe adult and discounts what he says, feels challenged to try a forbidden thing.

Prophecy

Do you know where people like you end up? In the gutter. With your study habits you'll never get out of high school and without a diploma you won't get a decent job.

Possible reaction: doomed, defeated.

Comparison

Why can't you be more like Billy? He always gets his work done on time.

Sally has such good table manners. You should watch her and learn a lesson.

How come you don't like sports? Your brother does.

Possible reactions: irritated, angry at person you're compared to, angry at person doing the comparing.

Bribes

If you take your medicine without complaining, I'll give you candy.

If you get a good report card without failing grades, I'll give you a dollar.

Possible reactions: adult doesn't trust me; child learns to hold out and bargain.

Look-What-You're-Doing-To-Me Statements

What are you trying to do to me? Give me a headache? A heart attack? Put me in my grave?

Wait till you have children of your own! Then you'll see.

Possible reactions: guilt, stops caring.

Long Explanations

Kids, you can't stand in front of my store because when a customer sees a gang of kids hanging out in front of a store, they figure it's a bunch of hoods and they get scared. They're afraid they're going to be mugged. So they don't come in. They go to another store or they do without their cigarettes and newspaper. And I lose business...And I can't afford to lose the business. After all, I've got a wife and family to support. Look, you wouldn't do this to your father if he had a store, would you?

Possible reactions: irritation, tune adult out.

Playing Judge

Give the ball to Billy. After all, he's little. You can find plenty of other things to play with.

Now give your friend a turn on the bicycle. You've had it long enough!

Possible reactions: adult unfair...doesn't understand...doesn't trust you to run your own life.

Summary

Leader: *We've been talking about many typical ways that adults talk to children.* (To secretary): *Would you read us the list of those ways?* (Secretary reads from list headed "typical talk") *Now would you read us the list of the group's reaction to this kind of talk? That's quite a list, isn't it? The question is, "Is there another way to communicate with children that doesn't leave them feeling angry, upset, bad about themselves and all the other things you've talked about?"*

Assignment

Leader: *The book I'm about to hand out is all about another way to reach children without stirring up all those unhappy emotions we've just talked about. It's the story of two mothers who attended parent workshops with the famous child psychologist, Dr. Haim Ginott, and how they learned new ways to talk to their children. They felt so good about what they had learned that they called their book* LIBERATED PARENTS/LIBERATED CHILDREN. (Distribute book) *As you read Chapter I, underline the kind of statements you think a child would like to hear or wouldn't mind hearing. We'll talk about your reactions to the statements you underlined next week.*

I also have copies for you of the examples I used in today's discussion. Keep your ears open this week. If you hear any more examples of typical unhelpful talk - around the house, in school, on the job, in public transportation, in stores, anywhere - please write it down on your sheets and bring it in.

See you next week with your books (Chapter I underlined), and your sheets, and your thoughts.

SESSION TWO

PRACTICE IN HELPFUL COMMUNICATION

Aim

To have students experience and practice helpful methods of communication.

Materials

A sheet for each group member describing six skills for helpful communication, holepunched for notebooks.

LIBERATED PARENTS/LIBERATED CHILDREN

Nametags

Review

Leader: *Last week we discussed the typical unhelpful talk that parents and others use with children - namecalling, sarcasm, lecturing, etc. We also asked you to keep your ears open and bring in any new examples of this kind of talk. Let's hear what you've got.* (Leader reacts appreciatively to each response and asks the group to categorize it, e.g.: "That's a real example of sarcasm!") *And as we said last week all these ways made us feel...*(Ask group or secretary to supply partial review.)

Introduction to Helpful Communication

I'm handing out a list today that shows new and more helpful ways that adults can talk to children and I'd like to look over it with you and get your reactions. (Leader hands out list and lets group look at it a while silently.) *There's a lot here and I think it would help if we divided into groups of two. Each group will be responsible for two things: 1) Reading aloud one skill and the explanation and 2) acting out the skill, using the dialogue on the sheet. We'll ask you to act out both the helpful and the unhelpful version.* Leader assigns one skill to each pair. Pairs go off to different parts of room to practice.

HELPFUL COMMUNICATION SKILLS

Skill I - Give Choices

Explanation: Instead of commanding or threatening, give a child a choice of two things that are acceptable to you and to him.

Examples:

a) *Hey, no paints in the living room! You can use your paints in the kitchen or in your own room. You decide where.*

Instead of, *What is the matter with you? Get those paints out of the living room this minute or you'll be sorry!*

b) *It's rest time now. You can lie on your mat and take a nap, or lie on your mat and read - whichever you like.*

Instead of, *Okay, get on your mats and stay there. I'll tell you when to get up. And no noise!*

Skill II - Describe the Problem or Describe What You See

Explanation: When we describe the problem, instead of blaming we give the child a chance to figure out what needs to be done. (He might even do something about it.)

Examples:

a) *The glass broke. We need a broom and dustpan.*

Instead of, *You are so clumsy. You break everything you touch.*

b) *The basketball is still on the court.*

Instead of, *How many times do I have to tell you kids to put the equipment away after you use it? You have no sense of responsibility!*

c) *Hey, I have to wrap this package and can't find my scotch tape!*

Instead of, *What inconsiderate idiot took my scotch tape and did't return it?*

Skill III - Describe What You Feel

Explanation: Instead of evaluating the other person's character or personality, talk about yourself. Use the word "I". Describe what you feel. It's easier to take "I want to rest" than "You are a pest." Notice the word "I" is used, instead of "you".

Examples:

a) *I want to finish what I'm saying.*

Instead of, *You always interrupt me. You're rude!*

b) *I need quiet now. I'm reading.*

Instead of, *Get out of here, you little brat.*

c) *It irritates me when anyone pulls at my sweater.*

Instead of, *Get your hand off my sweater. You are a pest!*

Skill IV - Give Information

Explanation: As children are growing up there's a great deal they don't know and have to learn. They appreciate being given facts and information instead of being called names. With information a child can tell himself what to do.

Examples:

a) *Soda loses its fizz when the cap is left off.*
Instead of, *What idiot left the cap off my coke?*

b) *Ping-pong raquets warp when they're left outside overnight.*
Instead of, *How many times do I have to tell you not to leave the raquets out? You kids have no respect for property.*

c) *Trucks belong on the shelves when you're finished playing with them.*
Instead of, *You kids are so careless, you never put anything away.*

d) *Blocks are not for throwing. Balls are for throwing.*
Instead of, If you throw those blocks once more, I'll call your mother and you'll have to go home.

e) *People are not for hurting. Tell him how angry you are with words, not with fists.*
Instead of, Keep your hands to yourself, you big bully.

Skill V - Give in Fantasy What You Can't Give in Reality

Explanation: When a child asks for something he can't have, you don't have to give him an explanation or put him down for his wishes. Instead you can let him know you're on his side by giving him his wishes in fantasy.

Examples:

a) Child: *Isn't there any coke today? I want coke.*

Counselor: *Oh, you wanted coke. I wish I had some left over for you.*

Instead of, You know you used the coke yesterday. Why do you always ask for what we haven't got? It's either orange soda or nothing.

b) Overtired child visiting Grandma: *I wanna go home.*

Parent: *We're leaving in five minutes, but I can see you wish you were home right now.*

Instead of, Stop that whining! Can't you wait five minutes without acting like a baby?

Skill VI - Encourage Children to Work Out Their Own Solutions

Explanation: Whenever possible, instead of playing judge, let children have the opportunity to figure out their own solutions to their problems.

Example:

Two boys are building with blocks. Each says he needs more and starts grabbing the other's blocks.

Adult: *Boys, no grabbing! This looks like a tough problem. Two boys who both want the same blocks at the same time. It's not going to be easy to figure out a solution to this one! Let me know what you two come up with.*

Instead of, Are you two fighting again? Why can't you share nicely, the way other children do?

Possible questions for leader to ask as group members enact each Communication Skill

I - Choice: What do you think a child feels when he's been given a choice?

Possible answers: That the adult has confidence in him, that he has more freedom, that the adult cares about his needs.

II - Describe the Problem: Does describing the problem make you feel more like helping, or less? Why?

Possible answers: When you're called names you get angry and defensive. You don't want to help anyone.

When the problem is described, you feel good about being able to find a solution to it. You don't mind helping. You feel like a responsible person capable of correcting your own mistakes.

III - Describe What You Feel: Leader can read all the "instead-of's" to the group and ask how that kind of talk makes them feel. Then the positive examples can be read and leader can ask about the difference in feeling.

Possible answers: I feel better about myself and more willing to cooperate when adult expresses feelings instead of calling names or evaluating.

IV - Give Information: Possible question - can you see any advantage in giving a child information rather than calling him names?

Possible answer: Child learns something he never knew before. Gives child an opportunity to act on his own initiative. Child feels respected.

V - Give in Fantasy What You Can't Give in Reality: Question (to person who plays child)-would you rather have your wishes accepted or would you rather hear an explanation you already knew? Which response makes it easier for you to accept reality? (E.g., by reality I mean

the fact that there isn't any coke or that you can't be home immediately.

VI - Encourage Children to Work Out Their Own Solutions: Possible questions - what do you see as the advantage in letting children work out their own solutions?

Possible answers: They get practice in working problems out on their own. They feel trusted, important, capable and less dependent upon adults. They're more willing to carry out the solution if it's one that they've thought of. They're more likely to like each other better.

Skills Are Presented and Discussed

Assignment Reviewed

Leader: *Now that we have six communication skills that we consider helpful, let's take a look at the statements you were asked to underline in LIBERATED PARENTS/LIBERATED CHILDREN, those statements you said you wouldn't mind hearing or would even <u>like</u> to hear as a child. As we go over them, let's see if we can figure out what communication skill the parent was using in each case. (E.g. "The milk spilled" would be an example of Describing the Problem.)*

Practical Application

Leader: *It's one thing to know these skills on paper, it's another to be able to put them into action when you're on the spot. Let's practice. The sheet I'm handing out has six problem situations. The first two people on the left will be taking the first problem, the second two people, the second problem, and so on.* (Problem 5 needs three people.) *Discuss the problem with each other. Decide which part*

each of you is taking, child or adult, and be prepared to act out for the group the typical way this problem would be handled, and then handle it using our new communication skills. Also be prepared to tell group what communication skill was used.

As each pair enacts "wrong way" ask rest of group what unhelpful methods were used. As they enact helpful ways, ask group if they can identify what helpful communication skills were used. If there are not enough group members to cover each problem, ask for volunteer pairs to tackle two problems instead of one.

Problems for Group Members

Act out unhelpful and helpful way.

1. Child leaves checkers out on table after using them.
2. At snack time one child is running around the table hitting others over the head.
3. Children are being served a snack of milk and oatmeal cookies. One child asks for chocolate chip cookies.
4. You're trying to study for a difficult math test. Your brother with whom you share a room has his record player on at full volume.
5. Two boys are fighting to use the basketball at the same time.
6. The child you're babysitting for is running his sharp-edged metal truck over your new boots.

Assignment

Bring in a situation that comes up between you and another person where you think one of the skills we talked about today might be helpful.

Read Chapter II on the subject of feelings from page 19 to 39. Be sure to bring your books because we'll be reading aloud from them, and discussing the subject of feelings.

SESSION THREE

ACCEPTING FEELINGS

Aim

To sensitize group to the value of accepting feelings.

Materials

LIBERATED PARENTS/LIBERATED CHILDREN

Cards for Exercises I and II

Review

Leader: *Are there any situations that came up since our last meeting where you found yourself thinking about the communication skills we discussed last week?*

Motivation

Leader: *The authors of LIBERATED PARENTS/LIBERATED CHILDREN say that when they were children their feelings were often ignored, or brushed aside by the grownups around them. On the bottom of page 19 there are three statements they say they heard all the time. (Bill), would you read them aloud for us, please?*

"It's foolish to feel that way."

"You have no reason to be so upset."

"You're making a big fuss over nothing."

People used to think this kind of talk was harmless. Now workers in the mental health field are questioning whether it really is harmless to tell another person that he doesn't feel what he says he feels.

Let's see if we can get inside a child's mind as he goes through the day having his feelings denied. We need a child, a father, and a mother. (Choose volunteers.) *We'll find our dialogue on the bottom of page 21.*

(To volunteer): *You've been playing with a sharp-edged toy and hurt yourself. You're upset and run to tell your father.*

Child: (crying) *My finger! My finger hurts!*

Father: *It couldn't hurt. It's only a little scratch.*

Later in the super market you begin to perspire under your heavy jacket and say:

Child: *I'm hot.*

Mother: *How can you feel hot? It's cool in hear.*

On the way out of the store you see a little furry toy duck. You point to it and say (top of page 22):

Child: *Mommy, look at this little duck! Isn't he cute?*

Mother: *Oh, that's for a little baby, you're not interested in baby toys any more.*

What do you suppose a child might feel or think when he hears that kind of talk? (Class discussion).

(To volunteer who played child): *Be the child again. You'll go through the same situations, only this time your parents will give you a different response. Read from page 21.* (To volunteer who plays parents): *This time, you will read from the middle of page 22.*

Child: *My finger! My finger hurts!*

Father: *I see you have a scratch. A scratch can hurt.*

You're at the super market again, and again you're perspiring under your heavy jacket and you say:

Child: *I'm hot.*

Mother: *It's really hot for you in here, isn't it?*

Again as you leave the store you spot the little duck and say:

Child: *Mommy, look at this little duck! Isn't he cute?*

Mother: *Ah! You like that furry little duck, don't you?*

What do you suppose a child might say to himself with this kind of talk?

Leader summarizes comments, e.g.: *So some of you feel that it could be very helpful to a child to have his feelings respected and accepted rather than denied.*

Exercise I

Leader: *So far we've been talking about young children. Let's see whether the same principle applies to older people. I'm going to ask one of you to step out. While you're out you'll have a chance to look at this card which will describe the situation that's bothering you. When I call you in, you can tell the group what's on your mind. Meanwhile we'll be preparing some responses for you. You'll let us know which response you consider most helpful.*

Situation One (written out on a card for group member who was sent out of room):

I was running to catch the bus and the bus driver saw me and he pulled away!

Possible unhelpful responses (on cards given to individual members):

A. Advice - *You should have gotten up earlier. Then you wouldn't have had to run.*

B. Take the other person's side - *If the bus driver waited for every person who was running he'd never make it to school on time. You can't only think about yourself.*

Helpful response:

C. Accepting feelings - *Boy, that must have made you mad!*

Are there any other possible responses? Helpful or unhelpful? Any response another member wants to try out is welcome.

Situation Two:

Dave has been your best friend from kindergarten on. You do everything together - play ball, hang out, help each other with homework, etc. He just told you his family is moving to another city. You tell the group, "My best friend is moving away."

Possible unhelpful responses:

A. Try to change feelings - *Cheer up. You'll get over it. You'll probably make other friends.*

B. Philosophize - *It's not the worst thing that can happen. Look, in life you have to learn how to take disappointment and make adjustments.*

Helpful response:

C. Accepting - *Sounds as if you'll really miss him. It's not easy to lose an old friend.*

Others...:

Situation Three:

You've been invited to a party, but you've heard that the last party held at that house was so wild that the neighbors called the police. You don't want to get into trouble, but you also don't want to miss out on the fun. Aloud you say, "Mary invited me to her party, but I don't know..."

Possible unhelpful responses:

A. *Well, make up your mind. You either want to go or you don't.*

B. *What's the matter with you? Are you crazy? Do you want to get into trouble?*

Helpful response:

C. *Sounds as if half of you wants to go and half of you doesn't.*

Others...:

Leader summarizes: *So of the three people who went out, most of you seemed to feel that when people denied your feelings, you were hostile, irritated, angry at the other person.*

When your feelings were accepted, you felt better about yourself, better about the other person, more able to think about your problem.

Well, if we agree that accepting feelings can be so helpful to another human being, then let's get a little more practice with doing it. I'm going to give a card to each person here. There's a statement on each card and behind each statement is a feeling. As you each read your cards aloud to the group, see whether anyone in the group can make a statement back to you which shows they understand what you're feeling.

Exercise II

Each group member takes a turn to read his statement with feeling. Other group members try to formulate a response that shows they understand and accept his feelings.

STATEMENTS ON CARDS:

I can't understand why my best friend would repeat something so personal - especially after I asked her not to.

Possible answer:"You must be upset...disappointed...furious...feel betrayed."

I'm never going to smoke another cigarette again!

Possible answer: "You certainly sound determined."

It's my brother's birthday and he got all those presents.

Possible answer: "I bet you wish you got some presents, too."

I'd like to punch that guy in the mouth!

Possible answer: "Boy, you sound mad!"

I'm afraid of that math test tomorrow.

Possible answer: "Sounds as if you're really worried."

I'm thinking of dropping Spanish, but I don't know.

Possible answer: "Part of you wants to drop it and part of you doesn't."

I was so sure I was going to get the job, but they never called me.

Possible answer: "That must be pretty disappointing."

Hey! I got the job! I start work next Monday.

Possible answer: "You must be so pleased."

Leader's summary statement: *It's not easy to tune into other people's feelings, but you'll notice that when we did hit it right, the other person really felt understood and appreciative. Now, as counselors or baby sitters you may be wondering, "If I accept a child's feelings does that mean I have to let him do anything he or she wants? How can I accept his feelings and at the same time limit his actions?"*

Let's see what the authors have to say about it. Let's read from the bottom of page 22 and the top of page 23. (Group reads.) *Now let's see if we can apply what we've learned.*

Here are some sample problems. How could we handle each one?

A child wants to pick the flowers in someone's garden.

A child wants to punch another child for knocking down his blocks.

A child wants to eat all the cookies in the box.

Assignment

The next chapter you'll be reading is called, "Letting Go - A Dialogue on Autonomy", pages 40 - 51. In it you'll see how one mother struggles against her natural desire to run her children's lives.

SESSION FOUR

AUTONOMY

Aim

To develop an appreciation of each person's need for autonomy.

To develop an awareness of the kind of communication that encourages autonomy.

Materials

LIBERATED PARENTS/LIBERATED CHILDREN

List of skills that encourage and discourage autonomy.

Sheets for students to categorize skills.

Sheet with practice exercises for students.

(All holepunched for notebooks.)

Review

Leader: *Today's discussion will be about autonomy. Autonomy was something the character, Helen, was very worried about. She was so worried about it that she looked up the word in the dictionary. Let's look at the next to the last paragraph on page 41 and see what she tells her friend about what she found.* (Volunteer reads paragraph aloud starting with "Autonomous! I was in such a state..." to " - and what's worse, I'm still telling them.") *Do you think Helen had something to worry about?* (Brief discussion. All comments welcomed and accepted.) *Let's look at the problem from the child's point of view:*

Leader: *(Mary), please turn to page 45 in LIBERATED PARENTS/ LIBERATED CHILDREN, and play the role of our mother. At one point in the day we're trying to open a jar of peanut butter and you say to us...*

Member: *Mommy will unscrew the jar for you, dear.*

Leader: *A little later we're struggling to push the buttons of a sweater into a tight buttonhole. You say...*

Member: *Here, let me button you up, sugar.*

Leader: *At night as we're getting ready to do our math homework you come by and say...*

Member: *Do you need any help with your homework?*

Leader: *And before we go to sleep at night you say...*

Member: *I've laid out your clothes for you, honey.*

Leader (to group): *How does this mother make you feel?* (Possible answers: angry, hostile, resentful.) *Now let's try the opposite. How do you feel about yourself when you're with a person who shows confidence in you, who says things like, "I'm not worried about you. Sooner or later you'll find a way..."* (Possible answer: more self-respect, more willing to take chances, more relaxed, more creative.) *How do you feel about the person who has confidence in you and gives you time to work things out for yourself?* (Possible answer: friendlier, warmer, more appreciative...)

Leader summarizes: *So the group really seems to feel that it's important for people to have a chance to think things through for themselves, to work things out for themselves, and to exercise their own independent judgment.*

If autonomy is so important to how people feel about themselves and others, then perhaps we'd better get a closer look at what it is that encourages autonomy or independence and what it is that encourages the opposite - dependence or helplessness.

The sheets I'm handing out list many different ways that adults talk to children. Some of the ways encourage independence, others encourage dependence. (Let group look over sheet for a minute.)

1. ORDERS: Put that milk back in the refrigerator right now!

   INFORMATION: Milk turns sour when it's left at room temperature.

2. THREATS: If you throw the sand once more, I'll smack you!

   CHOICES: Sand is not for throwing! You can build with it or dig in it. You decide.

3. MANY QUESTIONS: Did you have a good time at the party? Who was there? Were people dressed up? What did they have to eat? Was there dancing? Did you dance? With whom?

   FEW QUESTIONS: Hi! How'd the party go?

4. LONG REMINDERS: Now be sure you don't forget your keys. Remember what happened last time? How you locked yourself out? If only you'd stop and think, you'd remember these things!

   SHORT REMINDERS: Your keys.

5. ACCUSATIONS: Now look what you've done! You're always breaking things. I don't know what makes you so clumsy.

   DESCRIBING THE PROBLEM: The dish broke. How should we clean it up?

6. ADVICE: I don't know why you're hesitating. Listen to me. Call her up and tell her you'll come to the party. You'll see, you'll have fun and be glad you went.

   ACCEPTING FEELINGS: It sounds as if part of you wants to go to the party and part of you doesn't.

7. ANSWERING QUESTIONS FOR A CHILD:

   Teacher (to child): How old are you, Billy?
   Parent: He's six.

   LETTING A CHILD ANSWER HIS OWN QUESTIONS:

   Teacher: How old are you, Billy?
   Parent: (sits silently)

8. PUNISH: For breaking my flashlight, you can do without television tonight. Maybe that will teach you to keep your hands off my things.

STATE YOUR FEELINGS: I'm upset that my flashlight was used without my permission and broken. What can be done?

9. PREPARE FOR DISAPPOINTMENT: Look, I don't want you to be disappointed. It just doesn't make sense for you to try out for the lead in the school play. You've never had any acting experience.

DON'T TAKE AWAY HOPE: So you're going to try out for the school play! That should be an exciting experience.

10. ANSWER QUESTIONS IMMEDIATELY:

Child: Where does rain come from?
Adult: Rain is caused by the evaporation and condensation of moisture. You see what happens is...

GIVE CHILD TIME TO WORK OUT HIS OWN ANSWERS:

Child: Where does rain come from?
Adult: That's an interesting question. What do you think?

11. MAKE LIGHT OF CHILD'S STRUGGLE:

Child: I can't open this jar.
Adult: It's so easy. I don't know why you're having so much trouble. Give it to me.

RESPECT CHILD'S STRUGGLE:

Child: I can't open this jar.
Adult: A jar can be hard to open. Sometimes it helps if you tap the side of the lid with a spoon.

12. SOLVE CHILDREN'S PROBLEMS FOR THEM:

You can't all play with the checkers at the same time. Now why don't some of you play with something else?

INVITE CHILDREN TO SOLVE THEIR OWN PROBLEMS:

Four children want to play with the same game at the same time! Anybody have a solution?

Now I'm handing out another sheet with two columns. One is headed "Encourages Independence", the other is headed, "Encourages Dependence." Let's look at the different ways of communicating and together decide in which column each one belongs. (Group members takes turns reading aloud each set of examples. When all agree where each item belongs, the entire group writes it down in the appropriate column. By the end of the exercise there should be twelve items listed under each column.) E. g.:

Encourages Independence	Encourages Dependence
Information	Orders
Choices	Threats
Few questions	Many questions
Short reminders	Long reminders
Describing the problem	Accusation
Accepting feelings, etc.	Advice, etc.

Practical Application

Leader: *I'm handing out five cards, one to every two people. On each card is written a statement that would not be helpful to a child. Work on the problem together and see whether you can come up with a statement that would encourage that child's feeling of being capable and autonomous. Use your sheets for reference. Write the statement down. When you're ready, we'll ask you to try out both statements on us. We'll listen as if we're your children and we'll let you know whether your second statement made us feel that we were capable and that our life was our business.*

CARD ONE:

> *Mary, how many times do I have to tell you to return your library books? You always let them get overdue and have to pay a fine. Do you think I'm made of money? If you do that once more, I'm going to take it out of your allowance. Now you be sure you return them today!*

Possible alternative (not printed on card): *Mary, your library books!*

CARD TWO:

> *Don't tell me you're having trouble opening a simple combination lock. Boy, you are something! Here, give it to me. I'll do it for you.*

Possible alternative: *It's not easy to open a combination lock. Sometimes it helps if you start it exactly at zero.*

CARD THREE:

> *Are you kidding? <u>You</u> try out for the basketball team with all those six-footers? You're only 5-foot-5. You're only going to be disappointed, so why bother?*

Possible alternative: *So, you're thinking of trying out for the basketball team. That should be an experience.*

CARD FOUR:

Child comes home from school. Parent: *How did your teacher like your composition? Did you pass the math test? Is anyone coming over after school to play with you today? No? Why not? Are you planning to study?*

Possible alternative: *Welcome home. I'm glad to see you.*

CARD FIVE:

Child: *Why can't I ice skate here? There are only a few little holes in the middle of the pond.*

Adult: *You know perfectly well no one's allowed to go skating when there's a hole in the pond. It means that the ice isn't solidly frozen and it's dangerous. I don't see anyone else on the ice, do you?*

Possible alternative: *Why do you think there's no skating?* As child answers, parent can give credit with, "You figured it out!"

CARD SIX:

Children, stop fighting over the scissors! All of you can get to use it if you're just patient. Now line up in size order and you'll each get a turn.

Possible alternative: *This is a real problem. Five children need the scissors at the same time! What kind of solution do you think you could come up with that's fair to all of you?*

During exercise leader can ask group if they can identify each type of communication used - both positive and negative. (E. g., "What skill was parent using there?")

If group members are not satisfied with individual answers, they can work out more satisfactory responses together.

In each case-leader brings group back to theme of autonomy. (E. g., "Does this statement make you feel more capable or less capable - more responsible or less responsible?")

Summary and Assignment

So based on what you've said today, there really is language that puts gas in our engines and language that drains our tanks. If you hear any examples during the week of either kind of talk, bring it in and we'll add it to the group list.

Next week we'll be talking about new ways to praise, which you can read about on pages 52 - 66.

SESSION FIVE

DIFFERENT TYPES OF PRAISE

Aim

To have group experience the difference between helpful and unhelpful praise.

Materials

Cards for role playing

Small piece of clay for each group member

LIBERATED PARENTS/LIBERATED CHILDREN

Review

Leader: *Did anyone come across a situation this week that they think might have gone differently if the people involved had known the communication skills we were studying here?* (If students wish, they may share and group can discuss.)

Motivation

Leader reads story of Jimmy and David:

PRAISE

I'd like to tell you a story about two 7-year-old boys. One is named Jimmy and the other is David. Each boy's day begins differently. The first thing Jimmy hears when he wakes up in the morning is, "Get up! You're going to be late for school again." He gets up, dresses himself - all except for his shoes - and comes in for breakfast. Mother says, "Where are your shoes? Are you going to school barefoot? Tsk, tsk. No brains. And look at what you're wearing! That blue and green shirt looks awful with those pants. Boy, you have no taste. Well, never mind, you'll change after breakfast. Now watch how you pour your juice. Don't spill it the way

you always do." Jimmy pours and spills a little. Mother is exasperated. She says, "I warned you to be careful. Can't you do anything right? You're seven years old and clumsier than your baby sister!" Mother mops up the spill. Later as he leaves for school she calls out, "You forgot your lunch! If your head weren't screwed onto your shoulders you'd forget that too...I give up on you." Jimmy takes his lunch and as he starts out the door again, Mother says, "Now be sure you behave in school. Don't give the teacher any trouble."

David lives across the street. The first thing David hears in the morning is, "It's seven o'clock, David. Do you want to get up now or take five more minutes?" David rolls over and says, "Five more minutes." Later he comes to breakfast dressed except for his shoes. Mother says, "Hey, you're all dressed already. All you have left to do is your shoes! And you're wearing your red and orange shirt. I like quiet colors, but you really seem to enjoy bright, bold ones. You're a person of very definite taste." David smiles, and pours his juice. He spills some. Mother continues making him his lunch and says, "There's a cleanup rag in the sink." David gets the rag. After he wipes up the spill, she says, "You got every drop of that sticky juice off the table." David starts to leave for school without his lunch. She calls after him, "David, your lunch!" He comes back to get it and she says, "Have a good day!"

When both boys get to school the teacher makes an announcement to the class. She says, "Children,we need to brighten up this room for open school night. I need a volunteer to be in charge of a committee to make this room look attractive. Our bulletin boards all need to be changed. We'll have to get our best compositions tacked up and our best drawings on display. Who will volunteer?"

Leader: *Who do you think will volunteer - Jimmy or David? Why?* (Discussion) *So you seem to feel that there is a direct connection between how a child feels about himself and how he acts. Many of the experts in the mental health field would agree with you. Let's see what they say. We need a volunteer to read the next to last paragraph on page 54 of* LIBERATED PARENTS/LIBERATED CHILDREN, *to the topp of page 55.* (After reading) *Can you agree with that? Does it make sense to you? So you're comfortable with the idea that for a child to do well he has to feel good about himself, like himself, have a good self-image.* (Possible discussion here of meaning of "self-image") *Now comes the hard questions. How can we help a child feel good about himself?* (Many answers acceptable here - describing the problem instead of blaming, giving choices, etc.) *How about praise? Would praising a child help him appreciate himself?* (They may agree or there may be a difference of opinion.) *Let's test it for ourselves. I'm going to praise some of you now. Let me know how the praise makes you feel:*

(Name), you're a smart girl.

You are always so responsible.

I can tell just by looking at you. You are an honest boy.

You are a good girl.

(Give time for each student's reactions.)

Leader summarizes: *So, evaluating or telling a person <u>what</u> he is can make him uncomfortable. He has to push the praise away. (Makes him think of the times he wasn't so smart, honest, etc.)*

How do we praise a person so that he can accept it? Now we come to Dr. Ginott's discovery. He said that when we <u>describe</u> with appre-

ciation what we see or feel, the other person seems to praise himself. Here's how it works. Instead of saying, "Debbie, you're a smart girl," I might say, "I like what you said. It really made me think." Now Debbie might praise herself and say to herself, "I'm smart." Instead of saying to the child who just cleaned up his room, "You're a good boy," I might say, "You picked up all your toys, blocks, and books and put them where they belong. You took a messy room and turned it into a clean room." Then the child might praise himself and say, "I can really get things in order when I want to."

Now let's see for ourselves if it really works. Please join me in an experiment.

Exercise

With cards contrasting new and old ways to praise. Leader will ask for volunteers to enact three different scenes. Each set of written or typed cards will be role-played, demonstrating first the old way to praise, then the new way. After each enactment, students will discuss their reactions to the old and new way.

SET ONE

Card to student:

Situation: The teacher walked out into the hall leaving her pocketbook behind. You run after her and say, "Here's your bag, Mrs. Smith."

Card to teacher:

Situation: You are a teacher. You walk out into the hall leaving your pocketbook behind. A student runs up to you and says, "Here's your bag, Mrs. Smith."

First response:

Oh, you are such a good girl!

Second response:

Hey, you noticed I left my bag and took the trouble to get it back to me. I'm so grateful.

SET TWO

Card to mother:

Situation: *Your son comes to you on a rainy night and says, "I took out the garbage, Mom."*

First response:

Oh, what a wonderful boy. You're always so responsible.

Second response:

You did it without being asked. And in the rain, too! Thank you very much.

SET THREE

Card to girl:

Situation: *You've broken up with your boyfriend and written a poem about loneliness. You show it to your best friend. You say, "Read this and tell me what you think."*

Card to friend:

Situation: *Your friend has just broken up with her boyfriend. She shows you a poem she has written about loneliness and asks what you think about it.*

First response:

You write good poems.

Second response:

That was such a sad poem. I felt like crying when I read it.

If we all agree that we prefer descriptive praise, then let's get some practice.

Practical Application

Leader (handing out small amounts of clay to each student): *You can make whatever you like with it - an animal, turtle, duck, worm - a piece of fruit, a bowl, a person, an abstract shape. Let your mood direct your hands. When everyone is finished, exchange*

pieces and practice appreciative descriptive praise. (Group may also want to preface their comments with evaluative praise for contrast.) E.g.: (Unhelpful): "That's beautiful! You're a terrific artist!" (Helpful): "I really like that little duck. He has a big bill, little webbed feet, a round, fat body and a tail that sticks straight up!"

Application to Present Experiences

Is there any child that you work with or know that you like? What do you like about him? How could you let him know? (Group discusses).

Is there any child in your group that can use praise, but does very little that's praiseworthy? What might be said to that child that's positive? (Group discussion.)

Assignment

1. *Choose one person you know and praise him the new way. It could be a child in your group or someone in your family.* (Briefly discuss whom they might praise, and what for, and how - e.g., mother for dinner, child for being helpful, etc.)

2. *Next week we'll be talking about whether the way people see you can decide the way you see yourself. To help us figure out the answer to that let's read "The Roles We Cast Them In" - pages 67 - 121.*

SESSION SIX

ASSIGNING ROLES

Aim

To let group members explore what happens when a person is assigned a role.

To explore ways that roles can be changed.

Materials

Script based upon Kenneth in LIBERATED PARENTS/LIBERATED CHILDREN

Cards for role-playing exercise

Simple picture puzzle

Review

Leader: *Last week we talked about praising someone using our new way - by describing with appreciation what we see or feel. Did anyone get a chance to do that?* (Discussion of examples. Contrast old and new approach and reactions.)

Motivation

Leader: *Are you the same person with everyone you know - parents, friends, teachers, brother, sister, boss?* Let each group member explore this thought aloud and exchange ideas. Afterwards leader can summarize any points made, e.g., different people bring out different aspects of your personality; you tend to like yourself better with some people than with others; you feel more "like yourself" with some people; the desire to impress sometimes affects the way you act, etc. If the question doesn't come up naturally in this group, the leader can ask, "Does the way the other person sees you affect the way you behave?" After group reaction leader can introduce role-playing exercise.

Role-Playing Exercises

I. Leader: *Let's try an experiment to see whether or not the way other people see you really does make a difference in how you feel or behave.*

We need two volunteers, one to play a teacher and one to play a student who doesn't bring in his homework. (Leader hands volunteer card to student): *Please step outside into the hall. While you're outside, read your card. It will tell you more about your problem. When we're ready we'll call you, and you'll be coming back into your classroom, and talking to your teacher. Then we'll ask you whether you can tell us how this teacher and this classroom sees you.*

STUDENT'S CARD:

> *The teacher will ask you for your homework. You worked on it faithfully at the kitchen table last night for over an hour. When you look for it in class, you find your kid sister's homework instead. You realize that when you were rushing out to school you took her homework by mistake and probably left yours on the kitchen table. You try to explain what happened to the teacher.*

After student leaves leader prepares group for response. Leader (to the volunteer who plays the teacher): *The student in the hall is thought of as the "class fool." You'll ask him for his homework and he'll tell you why he doesn't have it. What do you think your response could be as he gives his excuse?* (Involve group in answer, e.g., disbelief, sarcasm, make fun of him, anger, give him a zero, etc. To group): *You're the class. What do you think your response would be to the "class fool" as he gives his excuse?* (Derisive laughter, moans and groans, etc.) *Now we're ready to play the scene. He'll come in and you'll ask him for his homework.*

After scene is played, leader can ask student:

How do they see you?

How do you feel?

How would you behave? Would you bring in your homework tomorrow?

Leader to student: *Now we're going to play the scene again. Only this time you'll be walking into another classroom where people will be seeing you differently. Would you step into the hall again, please, so that we can get ready for you.* (To same teacher): *This time you see this student as intelligent and completely dependable. So does the rest of the class. What might we say this time when he offers his excuse - "I took my kid sister's homework"?* (Possible answers: "Don't worry about it...your word is good enough for me...Just leave it on my desk tomorrow morning," etc.)

After contrasting scene is played, leader can repeat:

How do they see you now?

How do you feel?

How would you behave? Would you bring in your homework tomorrow?

II. *This time we need an older brother or sister to step out. When we call you back, you'll be walking into your living room where your mother, father, and sister will be working on a family puzzle. You're immediately interested and ask to join.* (Leader gives simple puzzle - five and ten cent store variety - to volunteer family who sit on the floor. Directions to mother and father): *You're mostly pretending to work on the puzzle. Actually you're admiring the way your adored youngest daughter is working it out for herself. Your oldest child, who is about to come in, is a bully who always makes*

trouble for the little one and is rough with her. (Directions to younger sibling): *All you have to do is look scared and complain a little and your parents come right to your defense.*

After scene is played, leader asks "older child":

How do they see you?

How do you feel?

How do you feel like behaving toward your sister? toward your parents?

Leader to older child: *Please leave the room once more. When we call you back your family will see you differently. We'll be asking you for your reactions.* (To parents): *You really love and respect this older child.* (To sister): *This is your adored older brother/sister who is so much fun to be with.*

After contrasting scene is played, leader asks:

How do they see you?

How do you feel?

How do you think you'd behave in this family?

III. Leader: *This time we need a stationery store owner and a buyer, someone who wants to browse around and buy either a model airplane or a box of stationery.* (Student playing buyer leaves.)

DIRECTIONS ON CARD TO STUDENT WHO PLAYS BUYER:

You're not sure exactly what it is you want, but you know if you could just browse a little, you'd find it. You can't always tell by looking at the boxes what's inside so you carefully open a few of the boxes.

Directions to store owner: *This kid steals. If you don't watch him, he'll walk off with the whole store.*

Group can prepare for scene by working on possible statements from store owner, like: "What are you doing?...Don't open the boxes... Are you sure you have enough money?...Let me see your money...I don't want any trouble from you..." etc.

After scene, leader asks:

How does store owner see you?

How do you feel?

How would you behave - towards the man? towards the merchandise?

Buyer leaves again. This time the store owner is directed to see him as someone who has a reputation for being a decent, honest kid. Group can work on possible responses for store owner, like "Good morning, can I help you?...Take your time...If you don't see what you want let me know...I know I can count on you to put things back carefully."

After scene, leader asks again:

How does he see you?

How do you feel?

How would you behave - toward the man? toward the merchandise?

IV. To student who leaves: *You come into the lunchroom and see a group of kids you know having a conversation. You decide to join them.* (To group): *The kid who is coming in is a real drip and a pest. You're all very busy making plans for a surprise party for a good friend. You've got to decide where to have it, what kind of food to bring, who to invite, decorations, how to surprise her, etc.*

After scene, leader asks:

How do they see you?

How do you feel?

How does their reaction make you want to behave?

Student steps into hall again. This time group gets instruction that she is a well-like and enjoyed member of the group. Leader repeats same series of questions as above.

Summary

What we've demonstrated here in four different situations is that the way other people see us can deeply affect the way we see ourselves and the way we behave.

Changing the Way People See Us

Leader: *Are we helpless? If others see us in a particular way, does that mean we have to act the way they see us?* (Short discussion.) *Is there anything that could have been said or done in any of the four situations we had that would have changed the way people acted?*

Leader explores with group possible alternative reactions for person cast in role in each situation. Guidelines: Accept the other person's feelings. State your own without attacking.

Situation I: Student might say to teacher, "I can see it's hard for you to believe me. I guess what's most important is that I know I did it. I'll have the homework in class here tomorrow."

Situation II: Older child to parents: "I feel as if I'm being pushed away and it really bothers me. I'd like to be treated with respect." Or, "I can see you're worried about my sister. She doesn't have to be protected from me. I'm not going to hurt her."

Situation III: Buyer to store owner: "Mr. _____, I can understand why you're worried about your boxes. You don't want them torn or soiled. You count on me to be careful. As soon as I've made my decision, I'll let you know."

Situation IV: "Out" student to "in" group: "Well, I have to go now. Good luck with your party!"

As group struggles to formulate alternative responses, they may want to spontaneously role play with each other to try them out. This should be encouraged.

Leader concludes: *So by not accepting a role we can sometimes succeed in changing the way people see us, even though we all agree that it isn't easy. But you're teenagers. What you can do for yourselves is even harder for small children. There the adult has all the power.*

I have a script here showing how that power works. It's based upon Kenneth, the Sad Sack in LIBERATED PARENTS/LIBERATED CHILDREN, and shows how a parent can make a child feel like a Mr. Right or a Mr. Wrong.

Leader distributes scripts. *As you listen see if you can spot anything this parent does that is unhelpful.* Two volunteers from group read aloud through first version. Leader: *What role has this mother given her son? If you'd like to give her advice, you can. She's at her wit's end and willing to consider anything you have to say. She'll start again and if you hear her say anything that you think is unhelpful to her son's self-image, stop this mother. Together we'll see if we can figure out a substitute.*

After discussion and corrections and substitutions, the leader can hand out the "after" script. As volunteers read aloud, leader asks students to be on the alert for positive skills this mother used.

Leader: *What did you hear this mother do that was helpful?* (doesn't ask many questions, describes the problem, states her feelings, uses short reminders, doesn't take away hope, etc.)

Assignment

1) Find a child in your group who sees himself in a negative role. Using the skills we discussed today, help him to see himself differently through your eyes. Write down any conversations between you that you consider significant.

2) Read "Anger", pages 117 - 213. Also this week, notice what makes people angry. Notice what makes you angry. Jot down your observations.

SADSACK ONE

Nell - a soft-spoken, tense woman who tries hard to suppress her irritation and to be a patient, pleasant, "good" Mother.

Kenneth - her 11-year-old son, enters, round shouldered, tall.

Scene: Nell is sitting at table with three chairs, mending. On the table is a bottle of milk, a tin of cocoa, a spoon, a tall glass, and a newspaper.

NELL

(Looking up as Kenneth enters carrying school books and sneakers)

Hello there. How was school today?...How did your teacher like your composition?

KENNETH

(Mumbles) *I dunno...* (Holding books and sneakers in one hand, he starts thumbing through newspaper on the table)

NELL

(Trying to be pleasant throughout) *Why do you always mumble? Speak up when you're spoken to.* (Kenneth drops books and sneakers on the table and sits down to read the paper.) *Kenneth, how many times have I asked you not to drop your books and sneakers on the table where we eat? It's so unsanitary.* (Gestures toward chair on ther other side of the table) *Put them on the chair.*

KENNETH

(Still reading) *In a minute...*

NELL

(Gently) *Do it <u>now</u>. You know you always say you will and then you forget.*

KENNETH

I'm tired.

NELL

(She puts books and sneakers on the chair for him.) *Of course you're tired - with your eating habits!* (Picking up box of cocoa and putting it in front of his face) *You didn't even notice I bought you a new cocoa mix.*

KENNETH

(Putting hand on box and reading label) *A delicious new drink...*

NELL

(Pulling box away) *Here, I'll make it for you.*

KENNETH

(Still looking at box) *Can't I make it?*

Kenneth, you know the mess you made last time. (Sees him hang his head) *All right, if you want to try.* (Hands him the box)

Kenneth struggles to release the lid with his fingernails. Nell watches him nervously for a moment and then unable to bear it takes it away.

NELL

Give it to me. (Opens box swiftly with a spoon and gives it back to him.) *There, that wasn't hard, was it? I'll give you the directions and you can do it. Place two level tablespoons of cocoa in glass...* (she watches nervously as Kenneth puts in heaping tablespoon. As he starts to put in second spoonful, she grabs his hand and knocks excess cocoa back into box.) *Not so much! Don't you know what level means? Now add milk slowly and stir.*

KENNETH

(Pours, stirs, and looks up at his mother) *Do you need to add sugar to this stuff or...Uhhh!!* (Milk overflows glass and pours onto table and floor. Kenneth continues to hold bottle and glass and stares at mess in horror) *Boy, am I dumb!*

NELL

(Equally horrified, she explodes at him) *You're not dumb, you're just careless!*

KENNETH

(Deeply distressed) *I don't know why I always goof.*

NELL

(Openly irritated with him, she begins to wipe table with cloth) *Because you never pay attention to what you're doing. You're in a fog half the time. I knew I shouldn't have let you make it!*

KENNETH

(Puts down bottle and glass and makes a motion to help)

NELL

(Wiping up mess on floor) *Kenneth, please!* (Staying his hand) *I'd rather do it myself. At least that way I know it will be done properly.*

KENNETH

(Mumbles) *Mom, I'm sorry.*

NELL

(Feeling guilty for having yelled, she tries to compose herself) *Look, I know you didn't do it on purpose. I just wish you'd learn to keep your mind on what you are doing.* (Swiftly mixes him another glass of chocolate milk and hands it to him as she talks) *Well, never mind, I suppose you really can't help yourself.* (Sits down and returns to mending) *Let's talk about something pleasant. Tell me, did anything new happen in school today?*

KENNETH

(Sipping drink) *I dunno. A man came to assembly and talked about jobs in science.*

NELL

Oh? What kind of jobs?

KENNETH

I don't remember...Laboratory technician...Bio-chemist or something...I dunno...even a doctor. (Sips drink, then asks timidly) *Mom, do you think I could be a doctor?*

NELL

(Trying to discourage him gently) *I think people should set realistic goals for themselves. To be a doctor you need to get excellent grades in school. You have to be very responsible, efficient, observant...Do you think you could be a doctor?*

KENNETH

(Sighing, he goes back to thumbing through paper) *I guess not.*

NELL

(With false cheer) *Well, who knows? Maybe if you work very hard in school...Do you have any homework tonight?*

KENNETH

Homework. Oh, no! I gotta math test tomorrow and I forgot my book!

NELL

Kenneth, you are exasperating! Call someone in your class who has the book.

KENNETH

(Shakes head) *I don't talk to anyone in my class.*

NELL

(Pep talk fashion) *That's your whole trouble. You have to make an effort with people. If you'd stand up straight and not look like such a sad-sack, your classmates might act more friendly toward you.*

KENNETH

(Miserably) *Leave me alone.*

NELL

I'm only trying to help you.

Kenneth pushes away drink, gets up from table and starts to leave.

NELL

Kenneth, where are you going? Answer me. You didn't finish your milk. (Calls after him) *Kenneth, I don't like your attitude!* (Waits. No answer) *Oh, I give up.*

SADSACK TWO

Scene: Nell is sitting at a table with three chairs, mending. On the table is a bottle of milk, a tin of cocoa, a spoon, a tall glass, and a newspaper.

NELL

(Looking up as Kenneth enters carrying school books and sneakers.) *Hi, Kenneth. Welcome home!*

KENNETH

(Drops books and sneakers on table and starts to read paper.) *Hi.*

NELL

(Gently) *Ken, the books and the sneakers.*

KENNETH

(Still reading) *In a minute.*

NELL

(Openly irritated) *Kenny, it really bothers me.*

KENNETH

Okay...okay....(picks up books and puts them on chair - notices cocoa. Picks up box and reads label with interest) *Hey, something new! "A delicious new drink..."*

NELL

You noticed!

KENNETH

Can I make it?

NELL

If you want to.

KENNETH

(Pleased but worried) *How do I do it?*

NELL

The directions are on the box. (Watches him struggle to open it) *It's not easy to open that tin, is it? Sometimes it helps if you pry it with a spoon.*

KENNETH

(Opening it) *That wasn't so hard.* (Glances at directions again) *Place two level tablespoons of cocoa in glass...* (He puts in two heaping tablespoons. Nell continues to mend.) *That's too much...better put some back. Add milk and stir.* (Pours and stirs) *Mom, do I need to add any sugar to this stuff, or...uhhh!* (Milk overflows glass and pours onto table and floor. Kenneth stares at mess in horror - paralyzed.) *Boy, am I dumb.*

NELL

Hey, I don't allow anyone to call my son names - not even my son. (Philosophically) *When the milk spills it needs to be cleaned up. Wait...I've got a rag somewhere in this pile.* (Rips cloth in two and hands Kenneth half.)

KENNETH

(Beginning to wipe floor) *I don't know why I always goof.*

NELL

(Cleaning table and glass) *A goof can be pretty discouraging. Do you know what grandpa used to say when I'd get mad at myself for making a mistake. He'd say, "A mistake can be a present. It can help you discover something you never knew before."*

KENNETH

(Ruefully) *I discovered that when you pour milk, you'd better keep your eye on the glass.*

NELL

An astute observation. Hey, the floor looks cleaner now than it did this morning...But you still haven't had any chocolate milk. (Hands him the bottle again.)

KENNETH

(Not touching the bottle) *You mean you'd let me try to make it again...After what just happened?*

NELL

Kenny, that was then. This is now. I have confidence that when you decide to pour and measure accurately, you will.

KENNETH

(Hesitates, takes the spoon, levels it [illegible] his finger and concentrates on carefully filling t[illegible]ass as his shoulders straighten.) *There.* (Tastes it. [illegible]*stes good.* (Then thoughtfully) *We had an assembly today. A man came to talk to us about getting jobs in science...like lab technicians...bio-chemists or something...even a doctor...*(Timidly) *Mom, do you think I could be a doctor?*

NELL

A doctor!...That's a pretty grand ambition.

KENNETH

(Solemnly) *I know. But do you think I could be one?*

NELL

I think that with time and work you could do just about anything you set your mind to.

KENNETH

But you have to get good grades and really work hard... Oh, no! I've got a math test tomorrow and I forgot my book!

NELL

It seems to me that you <u>remembered</u> just in time.

KENNETH

Huh?

NELL

In time to go back and get it.

KENNETH

(Looking at watch) *Hey, yeah! Listen, mom, I'll finish this later. I better go right now.* (Starts out, stops) *You know what you are?*

NELL

What?

KENNETH

(Gives her a mock jab to the jaw) *You're a mom and a half.*

SESSION SEVEN

EXPRESSING ANGER

Aim

To help group realize that anger is a universal emotion.

To help group members find ways to discharge their anger without doing damage.

Materials

Cards for role-playing exercise.

LIBERATED PARENTS/LIBERATED CHILDREN

Review

Leader: *Did anything come up last week that made you think of the work we're doing here?*

Motivation

Leader: *Last week I asked that you notice what makes people angry. I'd like to hear your observations. Let's start with little kids. What are some of the things that make them angry?* (Possible answers: Mother doesn't let them do what they want or have what they want. Mother makes them go to bed, hits them, etc.) *How about parents? What makes them angry?* (Short discussion.) *How about teachers? What makes them angry?* (Short discussion.) *Now, how about teenagers? Do they ever get angry? About what?* (Short discussion.)

Is it a good idea to express your anger or is it better to hold it in? (Discussion of the dangers or unbridled anger and also of the need to discharge anger helpfully rather than hurtfully.)

In LIBERATED PARENTS/LIBERATED CHILDREN, the two main characters, Jan and Helen, faced the same problem you're talking about now. What

do you do with your anger? They wondered if there were ways in which they could express their real feelings and not do damage to their children.

One day they sat down with pencil and paper and tried to think of a situation that might get a parent upset - like when a child neglects his pet. Jan says, on page 179 (student reads aloud): "Only last week I walked past the birdcage and saw the children's pet canary, George, sitting in a pile of moulting feathers, pecking frantically at an empty food dish. I was outraged. Through clenched teeth I told the children that they were cruel, rotten, and irresponsible; that they didn't deserve to have a pet; that maybe I'd skip their supper tonight so they could see how it felt to go hungry.

"Now in the calm of my kitchen, and without the distraction of the children, Helen and I would write down some other possibilities of what might have been said."

Leader: They worked out how they would express their anger when they were only mildly annoyed, all the way to expressing their anger when they were in a rage. Let's start with mild annoyance. (Group takes turns reading aloud skills starting on page 180 to the last example on page 185.) Now that we've looked at all these skills, let's see whether we can apply them to a situation that might occur in our homes.

Here's the situation: You've just washed your hair. You go to brush it and find your brush full of your kid sister's or kid brother's long, oily hair.

Divide into two's. Find a comfortable corner in the room and, using the book as a model, write down at least six different ways of handling your irritation.

Start group with one example if students have difficulty figuring out how to go about it.

Each team can share aloud two examples they liked best. Leader can make the point that the group members have come up with a rich variety of ways to express anger without insult. Leader can also point out that if whe were the sister, she'd certainly "hop to" with this kind of talk - without feeling demeaned or feeling the need to retaliate.

Sample Possibilities

1. The Gesture - Hold out dirty brush to offender.
2. The Note - "This brush is not community property." Or, "I belong to _____. Please clean me and return."
3. The Simple Descriptive Statement - "There's long oily hair in my brush."
4. Invitation to Work Out a Solution - "You like to use my brush and I really object. What do you think we can work out?"
5. A Strong Statement of My Feelings - "I get so mad when I go to use my brush and see oily hair all tangled up in it."
6. A Statement of Values - "I'd like my private property respected."
7. A Strong Statement of My Expectations - "I expect you to ask before you use my things, and I plan to do the same for you!"
8. The Three-Word Exclamation - "Mary, my brush!"
9. The Choice - "You have a choice. You can clean my brush and not use it again, or put up with an angry sister!"
10. The Alert - "You have at least three minutes to wash my brush with soap and water before my mean feelings get the best of me!"
11. The Substitution of "As soon as" for "If you don't" - "As soon as the brush is cleaned, we'll talk about help with your math homework."
12. The "When I" Statement - "When I ask that my brush not be used and I'm ignored, I get furious. Now you better stay out of my way for a long time because it's not safe around here!"

Role Playing Application

Leader: *Now we have some real-life situations that would probably make a teenager angry. Again, we'll work in pairs. When you get your cards, take a moment to look at them.* (Give out cards only to those who are about to enact the scene.)

We'll act out each situation. The first time, the angry teenager will use the old unhelpful ways, e.g. sarcasm, threats, name-calling. Then we'll play the scene again. This time we'll express our anger by using our new skills and let's see if it makes a difference.

Cards - Set One

TEACHER:

You gave a good student a C because he failed one important test. His other tests were B and over. You decide to give him a C as a warning.

TEENAGER:

Your test grades are B and above, except for the one test that you failed. You participate in class and do the homework. The teacher gave you a C as a final grade. You think this is unfair. You try to get her to change it.

First way - *Attack her. Tell her she's unfair.*
Second way - *Talk about your efforts and your feelings. Express the hope that she will reconsider.*

Cards - Set Two

KID SISTER:

Your older sister has a boyfriend visiting her. She wants to be alone with him to play some records for him. You decide it would be fun to tease her. You say, "Mary's got a boyfriend... I'm gonna tell...n'ya, n'ya..."

TEENAGER:

You've been trying to find some time alone to listen to records with your boyfriend. Your kid sister keeps hanging around and teasing you. You feel like hitting her but you're not allowed.

First reaction - *Call her names and threaten.*
Second reaction - *State your feelings. "I don't like that! And you know why!" Or, "Hey, I like my privacy respected when I'm with my friends, and I plan to do the same for you!"*

Cards - Set Three

FATHER:

You're worried about your daughter's crush on this new boy who's nearly 19 years old. She's only 14. The boy keeps calling the house. Sometimes you "forget" to deliver the message.

TEENAGER:

You're 14 years old. It's the third time your father failed to give you a phone message from a boy you have a crush on. Your father thinks he's nice, but too old for you. (He's 19.)

First way - *Attack and accuse your father.*
Second way - *Accept his feelings. State your feelings.*

Cards - Set Four

PARENT:

You don't like your child's friend and decide to tell your child about friend's faults: Friend never says "hello" when he comes into house. Friend has disgusting table manners - eats everything with fingers. Friend is loud. Friend never thanked you once for dinner.

TEENAGER:

Mother complains to you about your friend.

First response - *Defend yourself, your friend, and tell her what's wrong with her friends.*
Second response - *Talk about your feelings - that it hurts to hear your friends criticized. Acknowledge that parent's upset and tell her you'll speak to friend about some of the things that bother her.*

Questions for leader: Ask group to identify what unhelpful methods were used in first scene. How did you feel as parent, teacher, father, etc.? Did teenager's approach make you want to listen or help? What methods were used in the second scene? What difference did it make in your feelings as parent, teacher, etc.? Were you more tempted to listen and cooperate when you weren't attacked or accused?

Summary Statement

You've certainly demonstrated the power of expressing your anger helpfully.

Assignment

Let us know whether you get a chance to use any of these skills next week, which is our last session. Also, finish reading LIBERATED PARENTS/LIBERATED CHILDREN.

1) *In the last chapter, the authors summarize what is most*

important to them in this new way of raising children. Put a check next to the ideas that appeal to you, and a cross next to the ideas you disagree with.

2) At our last session we'll also be doing some problem solving. Each of you will be responsible for bringing in at least one problem in human relations. It can be either with a teacher, friend, parents, kids you're working with, boss, etc. We'll put our collective brains together and see whether what we've learned in the last seven weeks can help us with our real problems.

SESSION EIGHT

REVIEW OF COMMUNICATION SKILLS

Aim

Review of communication skills on philosophical and practical levels.

Evaluation of course.

Motivation

Leader: *At the end of LIBERATED PARENTS/LIBERATED CHILDREN Jan and the other parents in her group find that they've changed many of their ideas about being a parent. In the last chapter Jan lists some of the changes in their thinking.*

Last week I asked that this group put a check next to any of their ideas that appeal to you and a cross next to any ideas you disagree with. Let's see how the thinking of this group here compares with the thinking of the authors of this book. Starting with the middle of page 226 through page 228, I'd like to hear what ideas you go along with and what ideas you don't. (Allow time for students who haven't read to look over material.) *Please read aloud the conclusions you like or don't like.*

E.g., student might read, "We used to think a good parent was a patient parent - calm, logical. He never yelled. Now we feel no need to bottle up our anger. We express it fully, but instead of hurling insults, we hurl our feelings, our values, our expectations."

Students comment upon, discuss and evaluate authors' summary. All thoughts are accepted - positive, negative, and ambivalent. Students need not touch upon every single point.

Application to Students' Lives

Leader: *This book was originally written for parents. After all, you're not parents. Do you think it's been of any value to you in your lives?* (Group discussion and sharing of any personal experiences or insights.)

Written Practical Application

Leader: *We've been talking about a lot of large ideas. Let's see how these large ideas work in terms of the language we use in the small situations of daily living. I'm passing out a list with twelve situations where a person has a choice of language. I'm going to ask you to work in teams. Pair off, discuss, and decide which response you think would be most helpful in each situation. Also write down why you've chosen that response.* (Allow students ten minutes to complete exercise. If they have difficulty, do the first one with them.) *Each pair acts out what they've chosen as the most helpful response and tells why.* (Group listens to each team's dialogue and reasons, and either accepts or challenges.)

LIST OF SITUATIONS - FOR STUDENTS TO FILL OUT

In each case check the most helpful response. Tell why.

1. Child: *The doctor nearly killed me with that shot!*

   Adult: a) *It's not that bad. Stop acting like a baby.*

   b) *Sounds as if it really hurt.*

   c) *He did it for your own good.*

WHY?

2. Child: *Just because of a little rain the teacher canceled our picnic. She's dumb.*

   Adult: a) *That must have been a disappointment.*

   b) *How can you talk about your teacher that way? She only wants what's best for you.*

   c) *The teacher's not dumb. You are.*

   WHY?

3. Child is painting in living room.

   Adult: a) *If I catch you with those paints in the living room once more, I'll take them away!*

   b) *No paints in the living room! You can use them in the bathroom or the kitchen...You decide.*

   c) *Hey, are you crazy? Do you know how much it costs to take paint out of a rug? What's wrong with you?*

   WHY?

4. Child: *I don't want this stupid Easter egg. I want the big chocolate bunny over there.*

   Parent: a) *Your eyes are bigger than your stomach. Everything you see you want.*

   b) *You got the money to buy it?*

   c) *So, you wish you had the big bunny! It's not easy to settle for a little chocolate egg when you're looking at a big bunny.*

   WHY?

5. Child has just cleaned up room.

Parent: a) *What a good girl you are - mother's helper.*

b) *You picked up your books, your puzzles, every single block and put each thing where it belongs. You certainly know how to get a room in order when you want to!*

c) *It's about time you cleaned this room.*

WHY?

6. Child is struggling to open paint jar.

Counselor: a) *Oh, that's easy.*

b) *It's not easy to open a tight lid. Sometimes it helps if you tap it with a knife.*

c) *You weakling. Bring it over here. I'll do it for you.*

WHY?

7. Child: *Dad, I'm going to try out for the football team this afternoon. Do you think I have a chance?*

Parent: a) *So you're thinking of trying out for the team. That's a real challenge!*

b) *Well, you have to remember that a lot of the boys are bigger and older. It's best not to get your hopes up. But I suppose there's no harm in trying.*

c) *You know you're not good in football. Why are you trying out? You haven't got a chance!*

WHY?

8. Whining child: *Mommee, you gotta take me to the store today! Please, oh, please!*

Parent: a) *Stop that whining!*

b) *Here's how I like to be asked: "Mom, would it be too much trouble to take me to the store today?"*

c) *Don't bother me now. Maybe later.*

WHY?

9. Younger brother annoying teenager who is trying to polish her nails.

Teenager: a) *Don't bother me. Go away.*

b) *I need a steady hand for this. You can stay quietly or leave.*

c) *Cut it out! You're a real pest.*

WHY?

10. Teenager comes home late.

Parent: a) *I'm so relieved to see that you're all right. I don't want to ever worry like that again. I expect a phone call when you know you're going to be late.*

b) *You're going to be punished for being late. No friends over for a week.*

c) *Next time you come late, I'm going to lock you out.*

WHY?

11. One brother is trying to do homework while other is whistling.

Brother: a) *If you don't stop that, I'm going to punch you in the nose.*

b) *Hey, stupid! Can't you see I'm trying to do my homework?*

c) *I'm doing my homework now. It's hard to concentrate when there's whistling.*

WHY?

12. Mother asks daughter for help with the kitchen cleanup.

Daughter: a) *I can't help. I have to study for a test.*

b) *I've got a big test to study for tomorrow. How about leaving the pots and sweeping for me? I'll do them in an hour.*

c) *Why do I always have to be the one to help?*

WHY?

LEADER'S COPY OF POSSIBLE REASONS

1. b - Parent accepts child's feelings.

2. a - Adult acknowledges child's feelings.

3. b - Adult gives a choice instead of a threat.

4. c - Parent gives in fantasy what child can't have in reality.

5. b - Parent praises by description rather than evaluation.

6. b - Counselor acknowledges difficulty of the child's struggle and gives helpful information.

7. a - Parent does not take away hope or prepare for disappointment.

8. b - Parent gives information instead of an order.

9. b - Teenager describes problem and gives a choice.

10. a - Parent expresses feelings and expectations. Doesn't threaten or punish.

11. c - Brother describes the problem rather than threatening or calling names.

12. b - Daughter describes the problem and suggests a solution.

Practical Application With Role Playing

Leader: *Last week I also asked that you bring in some real problems in human relations - either with your friends, parents, teachers, brother, sister, the kids you're working with, etc. Let's list some of them and together then we'll decide which one we want to work on.*

If no one brings in a problem, leader can have ready her own list of common problems. E.g., what do you do when a child you're babysitting for doesn't want to go to bed? What can you do when parents set a curfew you think is unreasonable? Problem can be discussed, various solutions explored and role-played by different members of the group.

Example of how one problem was worked out by group of teenagers at Freeport Corps in New York:

Counselor wanted to know what to do about child who ran around hitting everyone on the head at snack time. One group member suggested giving child information, saying firmly, "Heads are not for hitting!" Others suggested adding a choice. Group struggled to formulate two choices, both of which would be acceptable to the child and not sound like a threat. They finally decided upon, "You can sit and enjoy your snack or you can run around in the gym. You decide."

Scene was then role-played old way first. Counselor with problem played child by running around and hitting others on the head. Group member playing counselor said, "Stop! I said stop that this minute!" Counselor was asked for her reaction. She said that kind of talk made her laugh and feel like running around some more. The scene was enacted again. This time the same group member used the language recommended by the group. The counselor playing the child stopped immediately.

She said the choice wasn't necessary. Just hearing "Heads are not for hitting!" made her feel she had to stop. She said she planned to try that approach the next time the problem came up with her young charges.

Concluding Statement

Leader can thank group for their participation and contributions and talk about the possibility of sharing some of their ideas and solutions with other Corps and teenage centers around the country who face similar problems. (Could this be done through newsletters?)

Leader might also express the hope that the course will continue to be of use to them - now and in their future relationships.